

**MANUAL OF INSTRUCTIONS
FOR
TRAINING EVALUATION FORM**

**Preliminary Version
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PURPOSE OF MANUAL

This manual describes a form for the evaluation of students while in training and provides the specific information necessary for its use as a basic tool in the system of training evaluation.

The system makes explicit recognition of the division of responsibility between Training Staffs and the Assessment and Evaluation Staff. The former determine what is taught, how it is sub-divided for evaluation purposes, and the importance of each sub-division in arriving at an overall evaluation. The latter is responsible for the measurement aspects of all evaluations and the determination of which personality traits or attitudes are feasible of measurement in a particular situation.

The manual is divided into two parts. Part I is a general discussion of the training evaluation system and the principles followed in its development; Part II contains the specific instructions for completing a form which is to be utilized as a basic instrument in all courses where evaluation is conducted.

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Part I

GENERAL

A. Purpose of the Form

1. The primary purpose of a training evaluation form is to provide a report to students' supervisors of what the student learned and how well he learned it. A subsidiary, although still major purpose, is to provide information useful for assignment and career management purposes. In the light of this dual purpose, the form has been designed to obtain reports on the knowledge and skills taught as specific goals of the course and whatever is made for collection of incidental observations which, while not of value when reported in a single course, may assume value when added to information obtained from other courses or job performance. The form is not designed as a personnel action instrument, but as a means of recording and transmitting information which, when integrated with other information, will aid in dealing wisely with the individual.

2. Several specific principles were kept in mind in designing the procedure and form. The procedure is aimed at obtaining an integrated picture of the individual over his entire training period. The form permits flexibility both in terms of what knowledge and skills are taught and what may be observed. Changes can be made in the course emphasis without altering the form. The principle is emphasized that only what can be observed or measured should be reported. Ratings are obtained only when situations permit the necessary kind of observation. Questions on matters of importance for which systematic observation is not possible are included to pick up accounts of significant incidents that are observed. Where incidental observations of personality traits are recorded, instructions call for only those that really characterize the student in an outstanding manner.

3. In recording the information an effort has been made to make it as explicit as possible to aid in meaningful interpretation. Instructors' evaluations and judgments are distinguished from facts such as objective test scores or other numerical measures. The fact of the student's standing in relation to course standards is distinguished from the evaluation of his performance in terms of his normal competitive group; e.g., taking into account his age, experience in CIA, grade, and type of career. There is also a distinction made between what is systematically taught and what is incidentally observed. Finally, there are distinctions made among knowledge, skills, and other characteristics which are reported.

B. General Procedure

1. The forms will be completed partly by the Assessment and Evaluation Staff and partly by the instructional staff.

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2. Identifying information and objective scores will be entered on the forms by the Assessment and Evaluation Staff in the early part of the course prior to turning them over to the instructional staff for completion. The completed evaluation will be signed by the chief instructor or a member of the instructional staff designated by him, and returned to the Assessment and Evaluation Staff for transmission to appropriate offices. The second part of this manual provides specific information and directions to guide instructors in using the form.

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Part II

SPECIFIC INSTRUCTIONS

A. Section I: Identifying Information

1. Purpose: To provide necessary identifying information about the student and his course attendance record.
2. A/E responsibility: To secure the necessary identifying information from the Registrar and (with the exception of absences) to complete this section of the report prior to the end of the course but before turning the report forms over to the chief instructor.
3. Instructors' responsibility: To enter the number of absences to the nearest half-day; e.g., 2 1/2.

B. Section II: Observation of Attitudes or Behavioral Characteristics

1. Purpose: To record observations of any outstanding incident which may be of significance from a career point of view. This section consists of several questions having important implications but for which the conditions of a particular course do not provide a basis for making fine distinctions. These questions call only for a "Yes" or "No" answer. In each case the "Yes" answer is the one having possible significance, and a brief description of the type of behavior observed should be given in such cases. The first five of these questions concern incidents which may have negative implications for a student's career potential, while the last (F.) asks for any outstanding trait or characteristic, whether favorable, neutral, or unfavorable. Mention of characteristics ranging from a very specific irritating habit to a temperamental disposition would be appropriate here. "Yes" answers will be rare where there is limited opportunity for observation.

2. Instructors' responsibility:
 - a. To encircle "Yes" or "No" as appropriate for each question.
 - b. To give a brief description of the behavior observed as the basis for each "Yes" answer.

Note: The appropriate training official should insure that each instructor participate in the answering of the questions. Note further that for Questions A through E, being based on specific observation, it is not necessary for instructors to agree for the questions to be answered "Yes." Thus, observation on the part of any one instructor should be indicated by a "Yes" answer. Explanation of "Yes" answers should include the number of incidents upon which the answer is based.

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C. Section III: Knowledge

1. Purpose: To provide both relative numerical standings and instructors' evaluation of the degree of mastery of course content. The relative standing, which is based upon examination, reports, and other numerical grades, will be in terms of centiles. A centile score tells what percent of people in a group an individual exceeds. For example, a centile score of 75 means that the student's score is better than those of 75% of the group with which he is being compared. The evaluation, which is in terms of a "superior-excellent-satisfactory-poor-failure" scale, is a judgment based upon all information: test scores, interviews, impressions based upon class participation, etc. This evaluation is therefore broader than the centile standing, and may not correspond to it in every case. Overall academic evaluations are also included in this section: overall standing, combining all the test scores and other numerical data, and an overall evaluation made by the instructors.

2. Instructors' responsibilities:

a. To notify A/E at the beginning of the course of the list of topics or course components for which separate grades will be given, and the relative weight to be assigned to each.

b. To supply A/E with numerical test scores for each topic or component of the course as soon as it is feasible after tests have been scored.

c. To write in the "Instructors' Rating," using the abbreviations "Sup," "Ex," "Sat," "Poor," "Fail" for the corresponding scale categories.

3. A/E responsibilities:

a. To complete the column headed "Centile Standing."

b. To indicate the number of students and number of classes upon which the centile standings are based.

c. To furnish instructors information concerning the distribution and level of ability of a particular class to permit calibration of the evaluation scale from class to class. This information will be supplied as soon as it is accumulated.

D. Section IV: Skills

1. Purpose:

a. To record information concerning skills observed during the course. Evaluations will be by instructors and/or students. Instructors' ratings may be based on course instruction or incidental observations. The "Course Instruction" column will be used to report ratings on skills which are specifically intended to be an outcome of the course. Numerical grades and evaluations will be made for these. The "Incidental Observation" column will be used to report evaluations ("Superior," "Excellent," etc.) of skills which may be observed for every student in a class, but which are not part of the goals of the course. A skill should be rated for every student in a class if rated for anyone, whether it be judged

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as "Course Instruction" or as "Incidental Observation."

b. Skills to be rated under "Course Instruction" will be determined by A/E after conferences with instructors. These conferences normally will be held prior to the beginning of the course. Two skills with some possibility of being observed in most courses are listed on the form.

c. Associate ratings of skills will be in terms of centile standing. Skills to be rated by associates will be determined by the A/E Staff.

d. The group used as the basis for centile scores will be entered by A/E.

2. Instructors' responsibilities:

a. To inform A/E of the skills to be rated on the basis of "Course Instruction."

b. To consult with A/E to determine what skills will be rated on the basis of incidental observations.

c. To enter ratings of skills that are evaluated.

3. A/E responsibilities:

a. To determine the skills to be rated by associates.

b. To decide after conference with instructional staff, skills to be rated by instructors on basis of incidental observation.

c. To devise procedures for obtaining ratings.

d. To enter centile standings.

E. Section V: Attitudes and Personality Traits

1. Purpose: To accumulate information concerning personality traits and attitudes which may be useful in career planning.

2. Instructors' responsibility:

a. Administer or complete rating forms which will be provided by A/E when ratings are to be made.

3. A/E responsibilities:

a. To determine the traits or attitudes, if any, to be rated in each course and provide procedures for obtaining them.

b. To enter centile scores.

F. Section VI: Adjusted Overall Evaluation

1. Purpose: To provide for an overall evaluation of the student's performance by the instructors, based on all of the information available from both formal evaluations throughout the course and informal observations of the student. This evaluation should permit the consumer to evaluate the student in respect to his normal competitive group, i.e., to take into account his age, Agency experience, grade, and general area of work.

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2. Instructors' responsibilities:

a. To determine an overall rating for each student and enter it on the form.

3. A/E responsibility: None.

G. Section VII: Comments

1. Purpose: Explain any factors not reported elsewhere which may be of interest in interpreting the evaluation of the student. The information may or may not concern extenuating circumstances. This section should be left blank unless there is available important information not already reported.

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Section IV. Skills

<u>Skill</u>	Instructor's Evaluation Based On:			<u>Associates' Evaluation</u>
	<u>Course Instruction</u>		<u>Incidental Observation</u>	
	<u>Centile¹ Standing</u>	<u>Rating</u>	<u>Rating</u>	<u>Centile² Standing</u>
Ability to write reports				
Facility in oral expression				
Other:				
1. Based on		2. Based on:		

Section V. Attitudes and Personality Traits

Explanation: The distribution of scores for the class is shown for each trait or attitude rated. Red X's are for the instructors' ratings, black X's are for associates' ratings. The student's mark is circled.

Trait or Attitude	RATING:	Failure	Poor	Satisfactory	Excellent	Superior

Section VI. Adjusted Overall Evaluation

Directions: In terms of all factors observed during the course and taking into account this person's age, experience in Agency, grade, and general area of work, indicate, by placing an X in the appropriate box, your judgment of his performance in the course.

1. He was inadequate in his performance _____
2. He was barely adequate in his performance and performed acceptably only
in a limited range of assignments _____
3. He performed acceptably, but was barely adequate in some respects _____
4. He was a typically effective student who performed in a competent,
dependable manner _____
5. He performed at a high level of competence _____
6. He performed at an extremely high level that only a few students have
surpassed _____
7. He performed at a level of competence that excelled all other students
who have taken this course _____

Section VII. Comments

Report here general information, extenuating circumstances, or recommendations not included elsewhere in this report:

(If more space is needed attach standard size sheet.)

Chief Instructor

TRAINING EVALUATION

This evaluation is based on a course of _____ weeks duration in which there were _____ students. In interpreting evaluations, the amount of opportunity for observation of individual students should be considered. This evaluation should not be used as a sole or even major basis for action. It is primarily intended to furnish information on how well the student learned the subject matter or skills taught. Secondly, incidental observations of interest are reported. These have significance only as they are related to other information. Unless otherwise stated, performance is evaluated in terms of standards set by the instructors or in relationship to performance of those who have or who are taking the course. The evaluation is without regard to position, grade, or length of service in the Agency. These factors must be taken into account in interpreting the report.

Section I: Identifying Information

Name: _____ Course and Inclusive Dates: _____

Date of Birth: _____ E.O.D: _____ Grade or Rank: _____ Days Absent: _____

Position: _____ Office: _____

Section II: Observations of Attitudes or Behavioral Characteristics.

Directions: For each of the following, please circle the appropriate response.

- | | | | |
|--|--------|--|--------|
| A. Did you observe any incidents that suggested this person lacked motivation for an Agency career? | Yes No | E. Did you observe any incidents in which the course? | Yes No |
| B. Did you observe any incidents that led you to question this person's security mindedness? | Yes No | F. Did you observe any outstanding trait or characteristic that you believe should be taken into account either in dealing with this person or in planning his career? | Yes No |
| C. Did you observe any incidents which indicated that this person has difficulty in getting along with others? | Yes No | | |
| D. Did you observe any incidents which led you to believe that this person had an unfavorable attitude toward | | Do not answer 'yes' unless the person is well described by the trait. If 'yes' explain fully below. | |

Please explain more fully if answer to any of the above questions is 'yes.'

Section III: Knowledge
Centile Standing¹

Instructor's Rating²

Subject

Over-all Academic Evaluation: _____

1. Based on _____

2. Scale used: Failure, Poor, Satisfactory, Excellent, Superior.

S-E-C-R-E-T